



The mission of the psychopedagogue

A missão do psicopedagogo

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ABSTRACT

The genetic content of a person determines his characteristics and his process of evolution. However, in addition to the hereditary factor, it is verified that there is influence of the cultural environment and the level of harmonious integration of the child with the world in its surroundings on the development of the same, which is the object of study of Psychopedagogy. It is a discipline of the Human Sciences, whose beginning took place in the nineteenth century, with the demographic expansion of the post-war period, but its importance is extremely high for the present day, in which there is the search for a better orientation of knowledge and a deeper maturation of human learning. Psychopedagogy is a systematic study, closely linked to psychoanalysis and medicine, on the conditioning factors of behavior and lifestyle and their influence on human development in its most varied aspects, from cognitive functions to social interactions. The work of the psychopedagogue is to contribute to the optimized school formation of students through methods developed for each specific case. Through the interventions of the psychopedagogue in the educational process, it is possible to reverse learning deficits, help the inclusion of children with special needs and improve the social integration of the student in the environment in which he is inserted. The objective of the bibliographic research is to analyze the true contributions of psychopedagogy to education and to enumerate the main challenges experienced by the professional in the school institution. The bibliographies used are scientific and review articles, monographs and dissertations that report the performance of the psychopedagogue in the educational field. In this way, the work emphasizes the mission of the psychopedagogue, which is to contribute so that all individuals can assimilate contents and learn efficiently and effectively, promoting means of obtaining a healthier and more complete environment. human development, in addition to affirming the constant need for this professional in the educational environment.

Keywords: Psychopedagogue, Inclusion, Apprenticeship, Human development, Educational process.

1 INTRODUCTION

Psychopedagogy is a relatively new science, with an interdisciplinary proposal, adding diverse knowledge of related sciences such as Medicine, Psychology, Psychoanalysis and Biology, which aims to study the processes of development of the human being and its variables (SCALZER; Smith, 2011).

Psychopedagogy can also be divided into Institutional Psychopedagogy, whose



professional works in schools in partnership with teachers and other members of an educational institution, constituting a preventive science, and Clinical Psychopedagogy, whose work occurs in hospitals and clinics, and can count on the help of other professionals such as pediatricians, therapists and neurologists, for cases of need for patient enclosure (CAZELLA; MOLINA, 2010).

In general, the work of the institutional psychopedagogue, object of study of this work, is to assist students with learning difficulties in a certain area and proposes the treatment of the problem from its origin, using specific methods. That is, the psychopedagogue analyzes the various factors involved in the development of the student and applies his methodology in order to optimize the learning process (TANZAWA; MARTINS; BRENZAN, 2010).

It is the duty of every educator to ensure that all his learners learn and assimilate learning in the way that best suits the individual. Therefore, the importance of Psychopedagogy is unquestionable in school education, as it allows the student to learn better, develop their intelligence and potential, have a more complete growth and be more integrated into society.

Because it is a recent discipline, there is still some confusion of the public as to the real work of the professional in this area. Therefore, the relevance of the research is high, as it provides a demystification of Psychopedagogy, presenting a broad approach to its history, its main concepts and branches of action and the results caused in student learning.

Therefore, the objective of the research is to elucidate the true work of the psychopedagogue in the field of Early Childhood Education. The specific objectives are to clarify how the role of this professional is given and what his level of importance in the school is, in addition to reporting the most common challenges faced in his daily life and his impact on school society.

The research problem is to study, succinctly and clearly, the performance of the psychopedagogue in the school environment and reveal the main attributions of the professional in his area of expertise, in addition to reporting an example of the performance of this work in a school of early childhood education, aiming at the inclusion of students with special needs in regular classrooms.

The theoretical framework used in the research is bibliographic research of qualitative approach that comprises scientific articles and dissertations on the performance of the psychopedagogue in educational institutions, focusing on early childhood education schools, that is, that have students from zero to six years. Articles whose publication date is between 2000 and 2018 were used. The search tools used are the databases available on the Internet, such as Google Scholar and Scielo.



The chapters were organized as follows: Chapter I brings an ahistorical approach to Psychopedagogy, explaining its creation, its branches of action and how the maturation of this science took place over the years. Chapter II deals with the performance of the professional in Early Childhood Education and its importance; Chapter III talks about the importance of early childhood education; Chapter IV exemplifies the work of the psychopedagogue in school, revealing the improvements achieved with his methods.

Finally, the work leads to reflect on the constant need of this professional in the educational environment so that there is an increase in the level of learning of students with difficulties.

It is still good to add that, like all science, it is necessary that there are reinventions and readaptations of methods, that is, to make studies, tests, trials and reformulations, so that Psychopedagogy is not outdated or obsolete, but that it always has a renewed and optimized methodology according to the needs of the students and with the passing of the years of study.

2 PSYCHOPEDAGOGY: A BRIEF HISTORICAL APPROACH

Initially, it is important to present a definition of Psychopedagogy. According to the most up-to-date version of the Aurélio Dictionary (2017), Psychopedagogy is "Pedagogy based on scientific psychology, especially of the child".

This science has an interdisciplinary proposal, aiming at the study of human development. It deals with the learning process and its normal or pathological patterns, considering the constant influences of the environment – school, family and society – in the formation of man and applying own and characteristic procedures of analysis (NASCIMENTO, 2006).

It is related to Pedagogy, with regard to the study of human life itself, considering social and individual aspects, and with Psychology, with regard to the dualistic character between psyche (consciousness, mentalization) and physical (concreteness, observation). However, its branch of activity goes beyond what only these two disciplines can offer, with contributions from other sciences, such as Medicine, Psychoanalysis, Biology, Speech-Language Pathology and Audiology and Neurology, which collaborate to provide a well-structured theoretical body and an in-depth and critical analysis of the forms of human learning, increasing the development processes (TANZAWA; MARTINS; BRENZAN, 2010).

History states that Psychopedagogy was born in the nineteenth century in Europe, due to the learning problems that occurred among children in the post-war period and at the time of the Industrial Revolution, in which there were rural migrations, growth of cities, overcrowding, spread of infectious diseases and poor infrastructure in the area of Health and Education. Therefore,



initially it was a clinical Psychopedagogy, that is, worked in hospitals and medical clinics, together with health professionals such as doctors, psychologists, therapists, speech therapists and neurologists. The first educational centers were created in France to help children with behavioral and/or school difficulties. It was important, at the time, to differentiate students with learning problems and students with physical or mental disabilities, so that the psychopedagogical process, of knowing the child and his environment and proposing solutions to the root of the problem, was applied separately to all. (SAINTS, 2009)

Over the years, teaching and psychopedagogical practice have become popular and widespread in France, encouraging several universities to institute Psychopedagogy as a discipline in their curricular matrices or even to create training and specialization courses, such as the Sorbonne University in Paris, considered as one of the main points in the history of Psychopedagogy in the country for the high level of research developed in the area, and the Institut Catholique-Paris, which trains a good number of psychopedagogues every four years of course (PERES, 2007).

The ideas of Psychopedagogy were growing and expanding, until they reached South America, around the 60s and 70s, and in Buenos Aires, Argentina, Psychopedagogy was inserted as a discipline of the curricular matrix of the Psychology course, at the Faculty of Psychology of the Universidad del Salvador (ANDRADE, 2004) and the first Mental Health Centers were opened, where professionals made diagnosis and treatment of patients (SAMPAIO, 2004). Argentine psychopedagogy was greatly influenced by French authors such as Fraçoise Dolto, Maud Mannoni and Montessori.

Also in Argentina, in 1956, Psychopedagogy was constituted as a three-year undergraduate course to train teachers with training in school psychology, using pedagogy and psychology as supporting sciences. However, currently, the fixed course is five years, with the arrival of graduation and for reasons of economic organization and human resources. And there is also the possibility of the student to attend master's and/or doctoral degrees, following lines of research determined by the Higher Education Institution – IES. The object of study of this science is the individual in the teaching-learning process, that is, the ability of the subject to be the agent and receiver of his learning (GONÇALVES, 2007).

It is important to state that, both in Europe and Argentina, learning problems were mainly seen as resulting from biological factors of the individual, related to neurological dysfunctions. That is, from the nineteenth century to the mid-70s, the work of the psychopedagogue was simply to solve the causes of the patient's learning problems, in an essentially medical way (SILVA;



LUPERINI; PAUL, 2014).

In Brazil, Psychopedagogy arises in a historical context of repression of freedom of expression and military dictatorship. This science gains space in the Brazilian scenario through the Argentines, in the midst of a climate of clandestinity (ANDRADE, 2004). It was also common for the idea of the learning problem to originate from organic factors. However, at the end of the 70s, scholars pointed out other causes for the failures in gem learning, such as the deficiency of the educational system itself, the unpreparedness of teachers and the lack of infrastructure necessary to serve the most diverse students, in addition to family issues. All these environmental and cultural circumstances are related to those of a physical and genetic order, implying in the impediment of the subject's learning (SILVA; LUPERINI; PAUL, 2014).

Initially, Psychopedagogy was instituted in Brazil from medical models of action, that is, focused on the clinical branch. But from the 70s, due to the context of learning problems, it was also analyzed in an institutional way. At the same time, the specialization course in Psychopedagogy was created at the Medical-Pedagogical Clinic of Porto Alegre (SAMPAIO, 2004).

In 1979, Sedes Sapientae was created in São Paulo, an institute for teaching health sciences, education and philosophy, which became the main means of boosting the growth of Psychopedagogy in the country. This institution, despite having been created under a military regime, excelled in the exercise of freedom of thought, multidisciplinary expression and the training of professionals whose ethics were not based on simple formality, but who were committed to the rights of the human person (ANDRADE, 2004).

To further consolidate the profession and organize knowledge, the Associação Paulista de Psicopedagogia was created in 1980, which in 1988 was renamed Associação Brasileira de Psicopedagogia – ABPP. The organization aims to bring together psychopedagogues and other professionals who are involved with psychopedagogical issues. It presents, as one of its main objectives, the proposal for the dissemination and development of Psychopedagogy, through meetings, debates, courses and other related means, as well as the publication of articles related to the area. (PERES, 2007)

In the early 2000s, the Ministry of Education – MEC authorized and regulated the training of the psychopedagogue, at the *Lato Sensu* graduate level, in several Brazilian cities, and the distribution of the class hours is 75% theoretical and 25% practical, through supervised internship. As for the distance education courses, the MEC recommends at least 20% of the face-to-face activities for the Psychopedagogy course (GRAÇA; SILVA; BIRTH, 2013).



In addition to the specializations, there are currently some undergraduate courses offered in some states, such as São Paulo and Rio Grande do Sul. Higher education institutions such as the Pontifical Catholic University of Rio Grande do Sul (PUC-RS) and the University Center of the Osasco Teaching Institute Foundation (UNIFEO-SP) opened in 2003 and 2006, respectively, undergraduate courses with an average duration of four years.

Another important point to be highlighted is the performance of the psychopedagogue in the current context of Brazilian education, which occurs through the insertion of some people with Special Educational Needs – SEN in regular education, characterizing the so-called school inclusion. In this context, the psychopedagogue collaborates so that the student obtains a high level of school success, performing follow-ups and specific evaluative strategies (NASCIMENTO, 2006).

It is noticed, therefore, that although Psychopedagogy originated from a single factor - the improvement of the levels of school failure -, it took different directions in each country presented. In Europe and Argentina, there is a whole career focused on the work of the psychopedagogue, through undergraduate and graduate courses *Lato Sensu* and *Stricto Sensu*. In Brazil, professionals in the area of Education and / or related go through a specialization in Psychopedagogy to become psychopedagogues, that is, there is no continuing education of sciences, with few exceptions. This fact is a differential in relation to the other locations presented, because it indicates a combination of diverse knowledge from other sciences to the knowledge of the profession of psychopedagogue, which was regulated only recently, in 2014, through the draft Law PLC 31/2010. It is expected that, with the regulation of the profession, there will be improvements in the area and increments in the educational development of the country.

3 THE WORK OF THE PSYCHOPEDAGOGUE IN EARLY CHILDHOOD EDUCATION

According to Bossa (2000), Psychopedagogy was born from a demand for learning difficulties and has evolved over the years by the improvement of resources and the evolution of studies and research, becoming a practice to aid the optimization of teaching.

The psychopedagogue has the task of studying, diagnosing and treating the causes of the educational pathologies of the students. As well said Golbert (1985), the work of the professional of Psychopedagogy should:

It is understood from two approaches: predictive and therapeutic. The preventive approach considers as the object of study of Psychopedagogy the human being in development, while educable. Its object of study is the person to be educated, his processes of development and the alterations of such processes. It focuses on the possibilities of learning in a broad sense. It should not be restricted to a single body such as the school,



but also go to the family and the community. It can clarify, in a more or less systematic way, teachers, parents and managers about the characteristics of the different stages of development, about the progress in the learning processes, about the psychodynamic conditions of learning, about the determinant conditions of learning difficulties. The therapeutic approach considers as the object of study of Psychopedagogy the identification, analysis, elaboration of a methodology of diagnosis and treatment of learning difficulties (1985, p.13).

As an institutional category, the development of Psychopedagogy occurs through the study of the school environment, considering that this is the place where the didactic-methodological processes and the dynamics of teaching-learning occur. The objectives of the professional is to assist the institution in its role of teaching and knowledge and the student in his role of learning, in addition to providing a harmonious and interactive place between people from various social spheres and distinct multicultures and provide the strengthening of the construction of the concept of collectivity (CAZELLA; MOLINA, 2010).

In this way, the psychopedagogue should act providing a joint collaboration between teachers and parents, promoting conditions for a more in-depth analysis of the conditions of the school, providing means for the different education systems to be evaluated and applied according to each specific case and according to the diagnosis and assist the teaching team as to the evaluation methodology, to the intended objectives and the teaching plans outlined (GRAÇA; SILVA; BIRTH, 2016).

Nascimento (2006) lists some aspects of development to be analyzed in the diagnosis of the learner: cognitive and intellectual factors, which deal directly with cognition and potential age; emotional factors, which are related to affection and sensitivity; social factors, which are linked to the social environment, to the neighborhood that surrounds the student; and pedagogical factors, which deal with didactics, teaching methodology and evaluation, content, number of students in the classroom, among other elements related to the teaching-learning process. Each specific area needs its own methods and analyses, so that the situation of weakness is remedied and/or prevented in the best way.

Often, the professional of Psychopedagogy uses the method of phenomenology, that is, observes the fact, is concerned with describing it directly and, from this, makes its interpretation. In this method, the data are said to be absolute achieved by intuition, in order to investigate the structuring of the act and verify the objectives corresponding to the actions (SOUSA, 2014). Through this methodology, the psychopedagogue can discern the most effective form of action for the student, because a systematized check was made on the environment and the individual himself.



In addition, the professional must work with conflicts, misunderstandings and losses in the learning process, guide knowledge through reflection and promote autonomy and cooperation, that is, the ability of the student to have a progressive educational independence and obtain effective interaction with their colleagues. The psychopedagogue is also an educator, therefore, he must act with the purpose of giving children the necessary conditions for them to build their cognitive, emotional and social identity.

It is also the work of the Psychopedagogue to favor the necessary construction of ethical identity, so that the student becomes a person governed by values and whose character is integral. Thus, it strengthens the practice of the virtues above all, because education, first of all, must be based on a level of ethics (LINS, 2010).

As it turns out, however, there are some difficulties to overcome. According to Masini (2006), there is a need for a constant remodeling, that is, it is necessary to develop new studies for the field of action of the psychopedagogue, through research programs in universities and graduate courses, which collaborate for a better improvement of the methods of this science. It is also necessary to continue the issue of psychopedagogical evaluation, together with the teacher. For this, it would be necessary an in-depth study of the teaching-learning methodology, taking into account the cases of each student, in order to provide the best school, occupational and social development for the same.

According to Peres (2007), the main challenges to be faced, from physical issues, such as the number of students, to social issues, such as the valorization of the professional, are listed in the following table.

Table 1 – Challenges pointed out in the area of Psychopedagogy

<ul style="list-style-type: none">• Realização do trabalho psicopedagógico em função do alto número de alunos em sala de aula• Ausência de supervisão que acompanhe o trabalho psicopedagógico• Existência de trabalho psicopedagógico na escola• Psicopedagogia na rede pública de ensino• Ampliação do número de professores – psicopedagogos• Ampliação dos atendimentos psicopedagógicos nas escolas• Auxiliar na superação das dificuldades de aprendizagem, promovendo a aprendizagem• Realização de um trabalho integrado• Conscientização sobre a teoria implícita que influencia a pesquisa e a experimentação piagetiana na área da educação• Reconhecimento profissional e científico

Source: PERES (2007, p.144)



On the other hand, there are suggestions for improvements that could be made in relation to the work of the professional, which would lead to the optimization of the results, such as the increase in the number of professionals in the school, the collaborative action between parents and teachers to optimize the results, the decrease in the number of students in the classroom, the realization of psychopedagogical diagnoses and the continuity of the studies in the training of the professional. In this way, the psychopedagogical work would have new perspectives and achieve greater impact on school society.

4 THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION FOR HUMAN DEVELOPMENT

First of all, it is necessary to define childhood. More objectively, childhood is the period of life that extends from birth to puberty, in which there is character and personality formation, contraction of rules, values, family customs, beliefs and social behaviors.

For a long time, the child was seen as a "coming to be" and was only considered a human being when he reached rational age, and was therefore not valued as human life. Currently, it is already noticeable and indisputable the importance that the child has for the community. It represents the result of multiple variables already existing and the future of the nation (EIBEL, 2005).

According to Silva (2010):

Childhood is the continuity of our expectations and goals, this causes the child to often be surrounded by affirmations, which adults project. But this later is also threatened by contemporaneity, by globalization, it is the adult world that arrived long before their lives, they no longer want to play make-believe, the digital age makes them hostages of an unreal and often dangerous life, which leaves them mutilated without fantasies to create and recreate a more colorful world in their image. Without recognizing our own childhood, we feel threatened in our desire for perpetuity and deprived of the future (SILVA, 2010, p. 19).

Therefore, it is very important that adults promote a good construction of this childhood, because future humanity depends on the care given to children. The child is an integral being and it is necessary that all aspects of his development are taken into account in psychopedagogical projects.

The importance of early childhood education and care for this public are dimensions that are mentioned in article 227 of the Federal Constitution – CF (BRAZIL, 1988):

It is the duty of the family, society and the State to assure children and adolescents, with absolute priority, the right to life, health, food, education, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence, in addition to



keeping them safe from all forms of neglect, discrimination, exploitation, violence and oppression (BRASIL, 1988, art. 227, p. 132).

The family, because it is the first contact of the subject with other people, has a primordial role for the formation of the same, through support, affection and encouragement to personal growth. It is also necessary a joint effort of all sectors of society to guarantee the rights that belong to it, such as education, health and leisure (SILVA, 2010).

Early childhood education is a unique experience for life, because it is through it that it becomes possible to form character, cognition, motor coordination, social interaction and, consequently, the generation of responsible and healthy adults.

The Law of Guidelines and Bases of National Education – LDBE, in its article 29, states that early childhood education, the first stage of basic education, aims at the integral development of the child until the age of six, in its physical, psychological, intellectual and social aspects, complementing the action of the family and the community.

According to Vygotsky (1987, *apud* DANTAS, 2003), the child's learning occurs from birth and is essential for the development and improvement of mental functions, and school learning produces something innovative in this process, because it transmits to the child the awareness of his own processes that occur in his mind. In addition, it is able to bring the potential closer to the real, that is, the child has greater aptitude to flourish and develop as a human being.

The school has the function of being the bridge between the child and the world outside the home. As an intermediary, your function is not only to transmit content, as the traditional method of education requires. The educator must keep in mind that his task is to contribute so that the student learns, interacts, develops his mind and body and is able to debate, reflect, opine, discuss and teach, in a relationship of double exchange. Both, student and teacher, are builders of knowledge, because it is through the collaboration between the parties that the teaching and learning of the human is formed (PULINO, 2017).

Thus, the educator needs to meet the particularities/specific characteristics of the development of the students, since it is in the school that the children receive greater support from specialized professionals to assist them in their school trajectory (FREITAS; CORSO, 2016).

Antunes (2004) shows that the age group of 0 to 6 years of life is the fundamental stage for the organization of information that will reflect on competencies and potentialities. Therefore, the education that takes place during this phase is essential for good human development.

In early childhood education, the objectives of the educator's work are organized in such a way as to promote the proper development of the student in the various areas. It is important to



ensure self-knowledge of the child's body, through games and activities that stimulate the exploration of body characteristics (such as flexibility, stretching, balance, among others), the development of the imaginary, creativity and critical sense, through stories, readings, drawings and arts, cooperation with the other, through interaction with colleagues of similar ages, and respect and friendship with older people. In this sense, school education collaborates with the knowledge of body, affective, emotional, social, cognitive and moral capacities and potentialities, forming children in a perfect state of development (COSTA, 2004).

Research conducted in the Federal District – DF reveals that most adults who have cognitive, motor and emotional disabilities did not attend Early Childhood Education, unlike adults who developed skills and built significant learning relationships, who were schooled from an early age (GOULART, 2008). In fact, development is compromised when there are no stimuli necessary for this, such as in a school environment with trained professionals.

Unfortunately, there is still prejudice on the part of parents and family members, because it is common to hear from them constant complaints about school education, suggesting that their children spend the day playing and are not learning from it. However, as described by Freitas and Corso (2016), games and other activities, apparently useless, promote learning and bring numerous intellectual benefits to the child. Playing, for example, is one of the most effective pedagogical means in early childhood education, as they meet the objectives defined by pedagogues, developing in students reading, concentration and body control skills.

Thus, the relationship between education and children must take place through methods, techniques, languages, instruments, among other means, that are capable of building concepts of solidarity, respect, justice, leadership, in addition to allowing the child to have adequate means to form their identity and develop the potential to shape their future.

In this sense, the role of the psychopedagogue is to contribute to the pedagogical management and promote communication with the student and the group and individualized support, if necessary, helping students to obtain the best school, social, affective and cognitive performance. The psychopedagogue is the most suitable professional to advise and assist the school in the various aspects of the teaching-learning process. It is worth remembering that each person is unique, therefore, the professional of Psychopedagogy must, firstly, identify the difficulties, analyze the factors involved in the formation and elaborate the necessary intervention plans (OLIVEIRA, 2009).

To close the chapter, a quote from Fulghum (2004) clearly sums up the level of importance of early childhood education for human development: "I really needed to know ... I learned it in



kindergarten. Wisdom was not at the top of the highest mountain, in the last year of a higher education, but in the sand tank of the mother's school yard" (FULGHUM, 2004, p. 16).

5 AN EXAMPLE OF THE PERFORMANCE OF THE PSYCHOPEDAGOGUE IN SCHOOL EDUCATION

In this chapter, a proposal was suggested for how the psychopedagogue could act in a given situation of the school environment.

In the context of the Brazilian reality of the twenty-first century, it is increasingly common the birth of children who have some physical or mental disability. At the same time, it is increasingly common to include students with disabilities in regular schools, and not in exclusive schools. This is the result of several factors, such as public policies, legislation and gradual changes of awareness in society, which have generated a whole conjuncture of promotion of the ideals of social and educational inclusion.

According to data from INEP (Anísio Teixeira National Institute of Educational Studies and Research), between 2005 and 2015, the number of students with disabilities in regular classrooms increased 6.5 times. In absolute numbers, it grew from 114834 to 770983 special students living with other students (TENENTE, G1, 2016).

According to Mendes (2006), according to the practices of integration and inclusion, the benefits for students with disabilities would be the chance to enter more challenging learning environments, observe and learn with more competent students, be able to experience more realistic social contexts to promote meaningful learning. The positive results for the other students would be the possibility of teaching them to accept the differences between human beings and promote attitudes of acceptance of their own potentialities and limitations.

Therefore, the work of the psychopedagogue in this context is to develop an interactive approach among students in order to promote development in the school environment. It is necessary that the psychopedagogue unites parents, teachers and colleagues for the promotion of a healthy context of learning and development.

As for parents and relatives of children with disabilities, it is suggested to the professional to reassure them about the work developed in the classroom and encourage them to raise their children so that they have life experiences like other children. It is not healthy to deprive the child of living, of relating, of smelling, of playing and of trying new things. On the contrary, parents can motivate their child to develop skills, potentials and languages, to play with neighborhood classmates so that he gets used to being around people who are outside of his relatives, discourage



repetitive or meaningless movements, stimulate the physical senses, experiment with various flavors, textures and temperatures, and help form a positive self-image of the child, so that she feels confident and able to face the world around her. It is necessary that the family be a place of affection, affection, support and stimulation to the development of the child.

As for the teachers, it is interesting that the psychopedagogue develops a joint work in the classroom, assisting in the evaluation and in the teaching method. It is important that the planning of classes, meetings and other pedagogical events are carried out with the presence of the psychopedagogue to better direct the work. It is also necessary that educators enjoy being with children, identify with them, have an interesting and efficient didactics, encourage the inclusion of students with disabilities, promote awareness among children and transmit good values of respect, equality, tolerance of differences, friendship and collegiality.

As for students with disabilities, the psychopedagogue must make the diagnosis and perform the monitoring of performance, which can be done alone or together with other students. The detection of learning difficulties and changes in child growth are essential, as they ensure the correct application of the solution. It is important, in this phase, the use of the necessary assessment instruments to better understand the life situation in its emotional, physical, social, family, moral and cultural aspects, in order to propose the alternative intervention for each case.

The realization of games, games, activities, drawings and other pedagogical resources should be the main means of stimulating the imagination, creativity and freedom of children in school. They are educational opportunities that favor the development and learning of the student and cannot be underestimated by the educational procedure.

In addition, in early childhood education it is paramount that the school infrastructure is adequate. The facilities, the space available for games and activities, the number of students per room, the availability of teachers and psychopedagogues, among other factors, should be sufficient to serve the students.

All the procedures mentioned in the chapter compose the proposal of the psychopedagogue's performance in the context of educational inclusion.

6 FINAL CONSIDERATIONS

The goal of psychopedagogy is to promote learning and effective integration of the student. It studies how humans process and assimilate information in an effort to develop understanding. In the classroom, the psychopedagogue recognizes problems, employs corrective and preventive methodologies, evaluates student behavior and suggests solutions to improve academic



performance. Over the years, psychopedagogy has evolved and improved, reaching more people and seeking to promote human growth. Challenges such as serving a large number of students in a class and integrating parents and teachers can be overcome with more professionals and teamwork. The goal of psychopedagogy is to ensure healthy development and support quality education, allowing the potential of each individual to be fully realized for the benefit of society.



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